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** Learning Goals Checklist  **

|  |  |
| --- | --- |
| Development of Learning Goals | |
| Learning goals... | **√** |
| are **brief** statements that describe what students should know and be able to do by the end of a period of instruction |  |
| are based on the **overall** and **specific expectations** of the Ontario curriculum |  |
| are preferably **co-developed** with **teachers** of the same subject/course to ensure **common understanding** of curriculum expectations |  |
| are expressed in **language** that is:   * **grade-appropriate** * **student-friendly** * **broken down** into smaller increments,   as appropriate |  |
| use **verbs** that are **specific** and **observable** |  |
| are stated from a **student’s perspective**:  *We are learning to…*  *By the end of this lesson, we will…* |  |
| Implementation of Learning Goals | |
| Learning goals… |  |
| are shared with students at the **outset** of instruction **and/or** as the **lesson/unit unfolds** |  |
| are clearly understood by **both** **teachers** and **students** and a **common vision** is shared |  |
| are referenced **often** **during** instruction |  |
| are **visible/accessible** in the classroom |  |

**Source:** EduGains Video Series

Learning Goals & Success Criteria

Viewing Guide

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** Learning Goals Checklist **

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| are **visible/accessible** in the classroom |  |

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**Success Criteria** **Checklist**

|  |  |
| --- | --- |
| Development of Success Criteria | |
| Success criteria...MC910216978[1] | **√** |
| are the ***look-fors*** that students use to determine what progress they are making towards achieving the **learning goals** |  |
| are connected to the **achievement chart** |  |
| are preferably **co-constructed** **with teachers** of thesame subject/course*first* to ensure common understanding and common vision **between teachers** |  |
| are preferably **co-constructed** **with students** *next* to ensure common understanding and common vision **between teacher and students** |  |
| are expressed in **student-friendly** language |  |
| use verbs that are **specific** and **observable** |  |
| are stated from a **student’s perspective**: *I can…* |  |
| Implementation of Success Criteria | |
| Success Criteria… |  |
| are shared with students at the **outset** of instruction **and/or** as the **lesson/unit unfolds** |  |
| are clearly understood by **both** **teachers** and **students** and a **common vision** is shared |  |
| are referenced **often** **during** instruction |  |
| are **visible/accessible** in the classroom |  |

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Learning Goals & Success Criteria

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**Success Criteria** **Checklist**

|  |  |
| --- | --- |
| Development of Success Criteria | |
| Success criteria...MC910216978[1] | **√** |
| are the ***look-fors*** that students use to determine what progress they are making towards achieving the **learning goals** |  |
| are connected to the **achievement chart** |  |
| are preferably **co-constructed** **with teachers** of thesame subject/course*first* to ensure common understanding and common vision **between teachers** |  |
| are preferably **co-constructed** **with students** *next* to ensure common understanding and common vision **between teacher and students** |  |
| are expressed in **student-friendly** language |  |
| use verbs that are **specific** and **observable** |  |
| are stated from a **student’s perspective**: *I can…* |  |
| Implementation of Success Criteria | |
| Success Criteria… |  |
| are shared with students at the **outset** of instruction **and/or** as the **lesson/unit unfolds** |  |
| are clearly understood by **both** **teachers** and **students** and a **common vision** is shared |  |
| are referenced **often** **during** instruction |  |
| are **visible/accessible** in the classroom |  |

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